

# Framework for Evaluation and Professional Growth

## **Introduction**

The current Tennessee State Model for Local Evaluation was adopted in 1988. The foundation of this model is a set of Competencies and Indicators presented as minimum standards and based on teacher effectiveness research. Traditional evaluation procedures include pre-observations, completion of approved evaluation documents, and post-observation conferences.

## **Documenting the Need for Change**

In 1995, the State Board of Education Master Plan included the need to re-evaluate the State Model for Local Evaluation based on current initiatives within Tennessee as well as the introduction of the National Standards for Beginning Teachers. Revisions to the local evaluation process were to reflect the acceptance and encouragement of multiple teaching methods, attention to national standards, and the use of student performance information.

Considered in the development of the Framework for Evaluation and Professional Growth were The Tennessee School Improvement Planning Process: A Blueprint for Continuous Learning (1996); proposed revisions to the Tennessee Licensure Standards: Professional Education (1997), Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue by the Interstate New Teacher Assessment and Support Consortium (1992); Tennessee School-to-Career System, Executive Summary (1996); and emerging research regarding clinical supervision and developmental supervision. Evaluation models in other states as well as Canada were reviewed.

Given the above, the Framework for Evaluation and Professional Growth was designed to facilitate the implementation of current initiatives within the state such as the introduction of the Curriculum and Instruction Frameworks and the school improvement process as well as improve the quality of the evaluation process for all teachers. An emphasis has been placed throughout the evaluation process on developing and assessing the capacity to improve student performance.

## **Purpose**

The purposes for which teacher evaluation will be used are as follows:

1. Accountability: to assure that evaluation considers effectiveness in the classroom and within the school.
2. Professional Growth: to provide a focus for professional growth in an area(s) which has the greatest capacity for facilitating improved student performance.
3. Cohesive School Structure: to increase and focus the dialogue within schools on the goal(s) of improved services to students.

The Framework for Evaluation and Professional Growth was designed to meet the above stated goals and provides for an evaluation process which requires the examination of:

- what students need to know and be able to do,
- what the teacher has been doing to effect this learning,
- the degree of student success in achieving those objectives, and
- the implications for continuing employment and future professional growth.

## **Beliefs and Principles**

- ◆ Each teacher should possess a repertoire of teaching strategies. The content, purposes of instruction, and needs of students should drive the selection and implementation of appropriate strategies.
- ◆ Effectiveness of teaching behavior must be assessed in light of student, school, and school system characteristics, needs, and organizational structures; student performance; and long-term as well as short-term instructional effectiveness.
- ◆ Multiple sources of data are essential for the development of a complete picture of teaching performance.
- ◆ The evaluation process must accommodate the needs of novice educators as well as the differing needs of experienced educators.
- ◆ The evaluation process must be understood by all teachers and evaluators.
- ◆ There must be a direct link between evaluation results and planned professional growth.

## **Framework for Evaluation and Professional Growth: Components**

In recognizing the differing needs of students, teachers, schools, and school systems, the framework contains two major evaluation components--Comprehensive Assessment and Professional Growth and Focused Assessment and Professional Growth.

The Comprehensive Assessment component will be used to assess novice (Apprentice) educators. This component is also suitable for experienced educators who request/require structured input from a supervisor or administrator. This model contains the necessary structure to provide a comprehensive picture of the educator's performance as well as a focus for future growth.

School systems and educators have the option of implementing the second component--Focused Assessment and Professional Growth. This component can only be used with Professionally Licensed personnel and begins with an identification of the current performance level based on previous evaluations, the educator's self-assessment, and student performance information. Given this information a growth goal and Professional Growth Plan is designed by the educator with administrator input.

The Growth Plan must contain the following:

1. Area(s) to be strengthened [area(s) for growth] identified based on evidence of student performance collected through a variety of assessment techniques and attention to the Performance Standards;
2. Statement of the Professional Growth Goal(s)/Objective(s);
3. Outline of the Action Plan including a timeline for completion;
4. Identification of the evaluation methods/criteria which will be used to assess progress/growth as a result of the implementation of the plan; and
5. Statement of expected benefits with emphasis placed upon the impact of the educator's growth on student performance.

The Growth Plan is reviewed and approved for implementation based on the following criteria:

- Does the plan logically address an identified area(s) to strengthen for the educator, grade level, school, and/or system?
- Does the plan provide evidence that the resulting educator growth has the capacity to improve student performance?
- Do the evaluation methods as identified in the plan provide appropriate monitoring of the growth process and the impact on student performance? Has the educator identified reasonable and specific indicators of student success?

According to the nature of the educator's professional growth goal, the Action Plan may provide for any combination of the following: classroom observations; research and study for the purpose of strengthening content and pedagogical or professional skills; action research; collaborations; and the use of a cognitive coach during the implementation phase with students.

The evaluator monitors the implementation of the plan and conducts a Goal Evaluation summative conference at the end of the evaluation period. The Focused Assessment Summative Report will be completed. **The evaluator retains the right to conduct classroom observations and review other data as needed.**

### **Summary**

**The Framework for Evaluation and Professional Growth provides flexibility for both the school system and the educator. The Comprehensive Assessment and Professional Growth is the only required component of the framework. School systems may choose to implement the Focused Assessment and Professional Growth component in order to more effectively tailor the evaluation to align with identified student needs, educator needs, school improvement plans, and system needs as well as build on the existing knowledge of an educator's performance.**